Social Work in Education

Vol. 19, Nos. 1-4, January 1997-October 1997

The following abbreviations are used: E, Editorial; PH, Practice Highlights; T&I, Trends & Issues.

SUBJECT AND TITLE INDEX

Adolescents. See also At-risk students; Children

after-school programs to promote bonding for at-risk, Oct. 231-241

interagency collaboration strategies for atrisk, July 176-188

lawyer-doctor education team for prevention of substance abuse in, July 203-208

self-esteem, parents' communication patterns and deaf, Jan. 23-30

strengths-based practice with Puerto Rican, April 101–112 stress, stressors, and coping strategies for,

April 87–98 After-school programs

to promote bonding and reduce risk, Oct. 231–241

Alternative Stories and Narratives for Transforming Schools, Families, Communities, and Policymakers (E), by Edith M. Freeman, April 67-71

At-risk students

after-school programs to promote bonding for, Oct. 231-241

linking schools with social and criminal justice services for, July 176–188 in special education classes, Oct. 279–284 videotape use with, April 115–120

Behavior problems

childhood trauma following residential fire, Jan. 11-22

Children. See also Adolescents; At-risk students

group intervention to strengthen personal and social competencies in latency-age, Oct. 219-230

nonconvulsive seizure disorders in, April 73-85

school-based health center for, July 189-202

trauma following residential fire, Jan. 11–22 Clients as Resources: Empowering School Social Work Practice with Students, Families, and Communities (E), by P. David Kurtz, Oct. 211–218

Collaboration

challenges in interprofessional, July 136-

to coordinate support service resources, Oct. 266-278

family-centered integrated service systems and interprofessional educational programs, July 149-163

for linking schools with social and criminal justice services, July 176–188 linking schools with social and criminal

justice services, July 176–188 Competencies

group intervention to strengthen personal and social, Oct. 219-230

Coping mechanisms

among middle school adolescents, April 87-98

Correlates of Job Satisfaction in School Social Work, by Marlys Staudt, Jan. 43-51

Creating Family-Centered Integrated Service Systems and Interprofessional Education Programs to Implement Them, by Dean Corrigan and Katheleen Kirk Bishop, July 149–163

Criminal justice services

linking schools with social and, July 176-188

Deafnes

in adolescents, Jan. 23-30

Diagnosis

of nonconvulsive seizure disorders, April 73–85

Disabilities

postsecondary success for adolescents with learning, Jan. 31-42

a workable alternative to special education and, Oct. 257-265

Empowerment

using students, families, and communities, Oct. 211-218

Epilepsy

implications for school social workers, April 73–85

Establishing School-Based, Collaborative Teams to Coordinate Resources: A Case Study, by Cynthia Lim and Howard S. Adelman, Oct. 266–278

Family support

interprofessional collaboration and, July 149-163

school-linked comprehensive services and, July 136–148

Fires

childhood trauma following residential, Jan. 11-22 Social Work in Education Vol. 19, No. 4 October 1997 Focusing on Strengths in a Special Education Class: A Primary Prevention Approach (PH), Gwenelle S. O'Neal, Oct. 279– 284

Foster care

school performance of children in, April 121-125

Funding

for school-linked services, July 164–175
Funding School-Linked Services through Grants:
A Beginner's Guide to Grant Writing, by
Nancy Feyl Chavkin, July 164–175

The Getting Better Phenomenon: Videotape Applications of Previously At-Risk High School Student Narratives (PH), by Glenn Carley, April 115–120

Grants

to fund school-linked services, July 164-175

Health centers

school-based, July 189-202

HIV/AIDS

policy development and reform, Jan. 2-9 HIV/AIDS Policy Development and Reform: Lessons from Practice, Research, and Education (E), by Edith M. Freeman, Marion Halim, and K. Jean Peterson, Jan. 2-9

Inner-city youths

after-school programs to promote bonding for at-risk, Oct. 231-241

Inner-City Youths Helping Children: After-School Programs to Promote Bonding and Reduce Risk, by Julie O'Donnell, Elizabeth A. Michalak, and Ellen B. Ames, Oct. 231–241

An Interagency Collaboration Strategy for Linking Schools with Social and Criminal Justice Services, by Donna Tapper, Paula Kleinman, and Mary Nakashian, July 176-188

Interprofessional education

family-centered integrated service systems and, July 149-163

Job satisfaction

in school social workers, Jan. 43-51

Learning disabilities

postsecondary success for adolescents with, Jan. 31-42

Navigating Two Cultures: Deaf Children, Self-Esteem, and Parents' Communication Patterns, by Debra D. Desselle and Lynn Pearlmutter, Jan. 23–30

Nonconvulsive Seizure Disorders: Importance and Implications for School Social Workers, by Diane Kistner and Kevin L. DeWeaver, April 73–85 Nonconvulsive seizures

implications for school social workers, April 73–85

Peer relationships

social development of children and, Oct. 242-256

Portrait of a School-Based Health Center: An Ecosystemic Perspective, by Linwood H. Cousins, Kai Jackson, and Michael Till, July 189–202

Postsecondary school

learning disabled students in, Jan. 31-42

Posttraumatic stress

childhood trauma following residential fire and, Jan. 11-22

Preparing Students with Learning Disabilities for Success in Postsecondary Education: Needs and Services, by Anne Hicks-Coolick and P. David Kurtz, Jan. 31–42

Project Breaktbrough: A Workable Alternative to Special Education, by Marion Huxtable, Oct. 257–265

Puerto Ricans

strengths-based practice with, April 101-112

Regular education initiative

a workable alternative to special education and, Oct. 257-265

Resilience

group intervention to strengthen personal and social competencies in latency-age children and, Oct. 219–230

A Reveille for School Social Workers: Children in Foster Care Need Our Help! (T&I), by Sandra J. Altshuler, April 121–127

School reform

school-linked comprehensive services and, July 136–148

School social work

critical nature of, 131-135

empowerment using students, families, and communities, Oct. 211-218

job satisfaction in, Jan. 43-51

nonconvulsive seizures and implications for, April 73–85

school-linked comprehensive services and, July 136-148

School Social Workers Are a Critical Part of the Link (E), by Cynthia Franklin and Paula Allen-Meares, July 131–135

A School-Based Group Intervention to Strengthen Personal and Social Competencies in Latency-Age Children, by James DeMar, Oct. 219–230

School-Linked Comprehensive Services: Promising Beginnings, Lessons Learned, and Future Challenges, by Katharine Briar-Lawson, Hal A. Lawson, Connie Collier, and Alfred Joseph, July 136–148 School-linked services

family-centered integrated service systems and, July 149-163

funding for, July 164-175

for linking schools with social and criminal justice services, July 176–188

school social work and challenges in, July 136-148 school-based health centers and, July 189-

Self-advocacy

in learning disabled students, Jan. 31-42

Self-esteem

in deaf adolescents, Jan. 23-30

Service resources

collaborative teams to coordinate, Oct. 266-278

Sign language

deaf adolescents and, Jan. 23-30

Social development

role of peers in, Oct. 242-256

Social Development of children: The Role of Peers, by Juanita B. Hepler, Oct. 242–256

Social skills

peers relationships and, Oct. 242–256
Social Work with Groups and the Performing
Arts in the Schools (PH), by Flavio Francisco Marsiglia and Margorie Witt
Johnson, Jan. 53–59

A Social Work Perspective of Childhood Trauma after a Residential Fire, by Helaine S. Greenberg and Anne Keane, Jan. 11-22

Special education

focusing on strengths in, Oct. 279-284 workable alternative to, Oct. 257-265

Strengths-based practice

with Puerto Rican adolescents, April 101–112 Strengths-Based Practice with Puerto Rican Adolescents: Lessons from a Substance Abuse Prevention Project, by Melvin Delgado, April 101–112

Stress

among middle school adolescents, April 87-98

childhood trauma following residential fire and, Jan. 11-22

A Study of Stress, Stressors, and Coping Strategies among Middle School Adolescents, by Diane de Anda, with Misty Bradley, Cristina Collada, Lynne Dunn, Julie Kubota, Valerie Hollister, Julie Miltenberger, Jerry Pulley, Andrew Susskind, Lisa A. Thompson, and Tina Wadsworth, April 87–98

Substance abuse prevention

group intervention to strengthen personal and social competencies in latency-age children and, Oct. 219–230

lawyer-doctor education team for, July 203-208

strengths-based practice with Puerto Rican adolescents and, April 101-112 Success

for learning disabled students in postsecondary school, Jan. 31-42

Total communication

deaf adolescents and, Jan. 23-30

Trainers

family-centered integrated service systems and interprofessional educational programs and, July 149-163

Transformations

for schools, April 67-71

Transition

for learning disabled students in postsecondary school, Jan. 31-42

Trauma

childhood trauma following residential fire, Jan. 11-22

Using a Lawyer-Doctor Education Team for Substance Abuse Prevention in a Middle School (PH), by Lynne E. Orens, Lori J. Brady, and John E. McIntosh, Jr., July 203-208

Videotape applications

for at-risk students, April 115-120

Work environment

for school social workers, Jan. 43-51

AUTHOR INDEX

Adelman, Howard S. See Lim, Cynthia Allen-Meares, Paula. See Franklin, Cynthia Altshuler, Sandra J., A Reveille for School Social Workers: Children in Foster Care Need Our Help! (T&I), April 121–127 Ames, Ellen B. See O'Donnell, Julie

Bishop, Kathleen Kirk. See Corrigan, Dean Brady, Lori. See Orens, Lynne E. Brigg, Lawson, Katharing, Hal A. Lawson

Briar-Lawson, Katharine, Hal A. Lawson, Connie Collier, and Alfred Joseph, School-Linked Comprehensive Services: Promising Beginnings, Lessons Learned, and Future Challenges, July 136–148

Carley, Glenn, The Getting Better Phenomenon: Videotape Applications of Previously At-Risk High School Student Narratives (PH), April 115-120

Chavkin, Nancy Feyl, Funding School-Linked Services through Grants: A Beginner's Guide to Grant Writing, July 164–175

Collier, Connie. See Briar-Lawson, Katharine

Corrigan, Dean and Kathleen Kirk Bishop, Creating Family-Centered Integrated Service Systems and Interprofessional Educational Programs to Implement Them, July 149–163

- Cousins, Linwood H., Kai Jackson, and Michael Till, Portrait of a School-Based Health Center: An Ecosystemic Perspective, July 189-202
- de Anda, Diane, A Study of Stress, Stressors, and Coping Strategies among Middle School Adolescents, April 87-98
- Delgado, Melvin, Strengths-Based Practice with Puerto Rican Adolescents: Lessons from a Substance Abuse Prevention Program, April 101-112
- DeMar, James, A School-Based Group Intervention to Strengthen Personal and Social Competencies in Latency-Age Children, Oct. 219–230
- Desselle, Debra and Lynn Pearlmutter, Navigating Two Cultures: Deaf Children, Self-Esteem, and Parents' Communication Patterns, Jan. 23–30
- DeWeaver, Kevin. See Diana Kistner
- Franklin, Cynthia and Paula Allen-Meares, School Social Workers Are a Critical Part of the Link (E), July 131-135
- Freeman, Edith M., Alternative Stories and Narratives for Transforming Schools, Families, Communities, and Policymakers (E), April 67–71
- Freeman, Édith M., Marion Halim, and K. Jean Peterson, HIV/AIDS Policy Development and Reform: Lessons from Practice, Research, and Education (E), Jan. 2-9
- Greenberg, Helaine S. and Anne Keane, A Social Work Perspective of Childhood Trauma after a Residential Fire, Jan. 11– 22
- Halim, Marion. See Freeman, Edith M. Hepler, Juanita B., Social Development of
- Children: The Role of Peers, Oct. 242–256
 Hicks-Coolick, Anne and P. David Kurtz,
 Preparing Students with Learning Disabilities for Success in Postsecondary Education: Needs and Services, Jan. 31–42
- Huxtable, Marion, Project Breaktbrough: A Workable Alternative to Special Education, Oct. 257-265
- Jackson, Kai. See Cousins, Linwood H. Johnson, Marjorie Witt. See Marsiglia, Flavio Francisco
- Joseph, Alfred. See Briar-Lawson, Katharine
- Keane, Anne. See Greenberg, Helaine S. Kistner, Diane and Kevin L. DeWeaver, Nonconvulsive Seizure Disorders: Importance and Implications for Schools Social Workers, April 73–85
- Kleinman, Paula. See Tapper, Donna Kurtz, P. David. See Hicks-Coolick, Anne.

- Kurtz, P. David, Clients as Resources: Empowering School Social Work Practice with Students, Families, and Communities (E), Oct. 211–218
- Lawson, Hal A. See Briar-Lawson, Katharine Lim, Cynthia and Howard S. Adelman, Establishing School-Based Collaborative Teams to Coordinate Resources: A Case Study, Oct. 266–278
- Marsiglia, Flavio Francisco and Marjorie Witt Johnson, Social Work with Groups and the Performing Arts in the Schools (PH), Jan. 53–59
- McIntosh, John E. See Orens, Lynne E. Michalak, Elizabeth A. See O'Donnell, Julie
- Nakashian, Mary. See Tapper, Donna
- O'Donnell, Julie, Elizabeth A. Michalak, and Ellen B. Ames, Inner-City Youths Helping Children: After-School Programs to Promote Bonding and Reduce Risk, Oct. 231-241
- O'Neal, Gwenelle S., Focusing on Strengths in a Special Education Class: A Primary Prevention Approach (PH), Oct. 279–284
- Orens, Lynne E., Lori J. Brady, and John E.
 McIntosh, Jr., Using a Lawyer-Doctor
 Education Team for Substance Abuse
 Prevention in a Middle School (PH), July
 203-208
- Pearlmutter, Lynn. See Desselle, Debra Peterson, K. Jean. See Freeman, Edith M.
- Staudt, Marlys, Correlates of Job Satisfaction in School Social Work, Jan. 43-51
- Tapper, Donna, Paula Kleinman, and Mary Nakashian, An Interagency Collaboration Strategy for Linking Schools with Social and Criminal Justice Services, July 164–175 Till, Michael. See Cousins, Linwood H.

BOOK REVIEW INDEX

- Atkinson, Jacqueline M. and Denise A. Coia, Families Coping with Schizophrenia: A Practitioner's Guide to Family Groups, rev. by Thomas L. Graham, Jan. 60
- Doyle, Celia, Helping Strategies for Child Sexual Abuse, rev. by Jane Mildred, Jan. 61-62
- Fatout, Marian F., Children in Groups: A Social Work Perspective, rev. by Mary B. Ortega, Jan. 62
- Shelby, R. Dennis, People with HIV and Those Who Help Them: Challenges, Integration, Intervention, rev. by Peter A. Newman, Jan. 62-64

